DOCUMENT RESUME

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ABSTRACT

Provided is a collection of teacher developed materials and suggestions for learning activities with elementary school students. Described and illustrated are 21 "folder centers" for language development and 8 additional activities for language and mathematics learning. (IM)

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Action Center
Florida Learning Resources System
800 South Delaney Street, Orlando, Florida 32801

Serving..... ORANGE, OSCEOLA AND SEMINOLE COUNTIES

2nd ANNUAL

IDEAS BOOKLET

OF TEACHER DEVELOPED MATERIALS

Exceptional Child Education

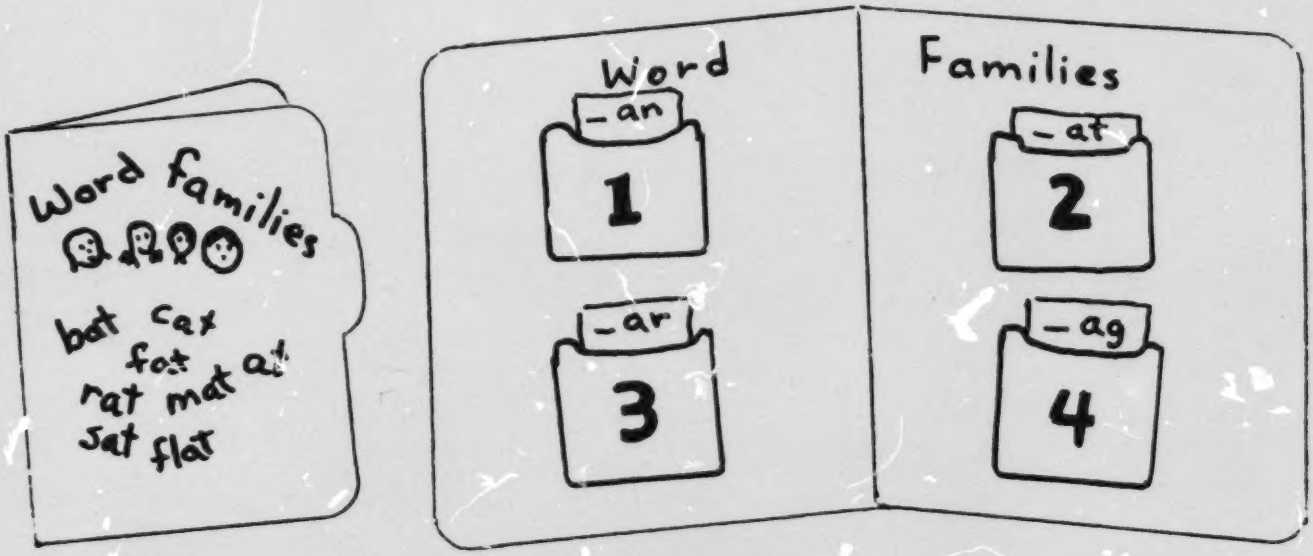
EC092877

FOLDER CENTERS

Type: Reading - word families

Title: WORD FAMILIES

Objective: To write word families



USE:

Folder is adaptable to doing other activities such as:
- writing "r" controlled
- writing rhyming words
- writing opposites (antonyms)
- writing words that sound alike (homonyns)

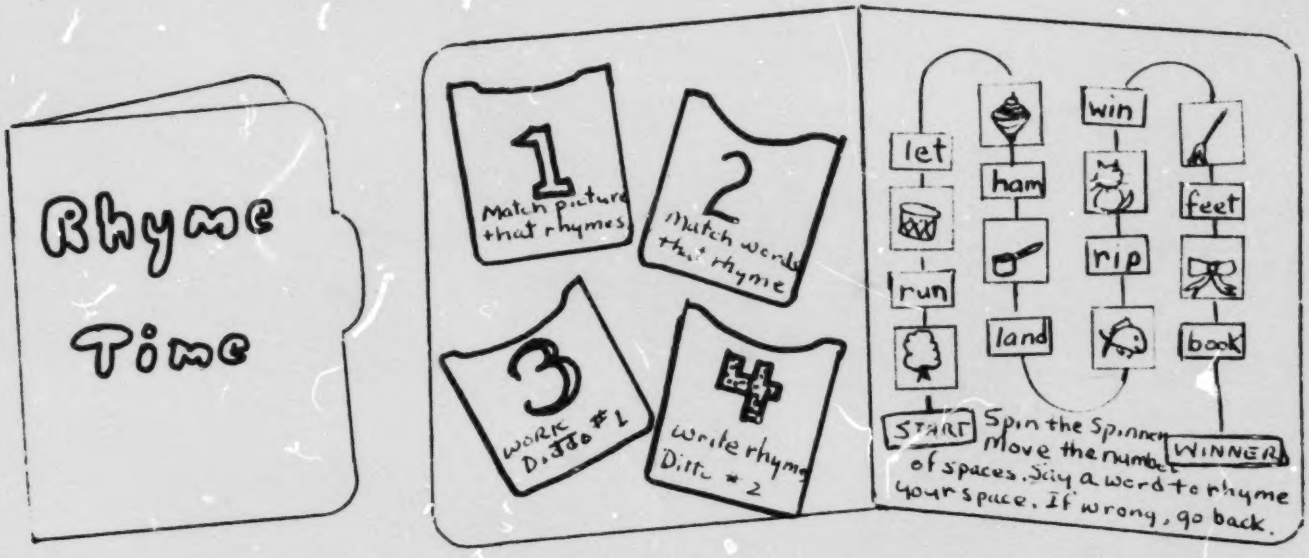
Each pocket will hold cards for different word family endings The student will write word families. Check card can be inserted in pocket for immediate evaluation. (Teacher can have evaluation sheet in another location to prevent early use.)

FOLDER CENTERS

Type: Language Arts-Rhyming

Title: RHYME TIME

Objective: To hear and write rhyming sounds



USE:

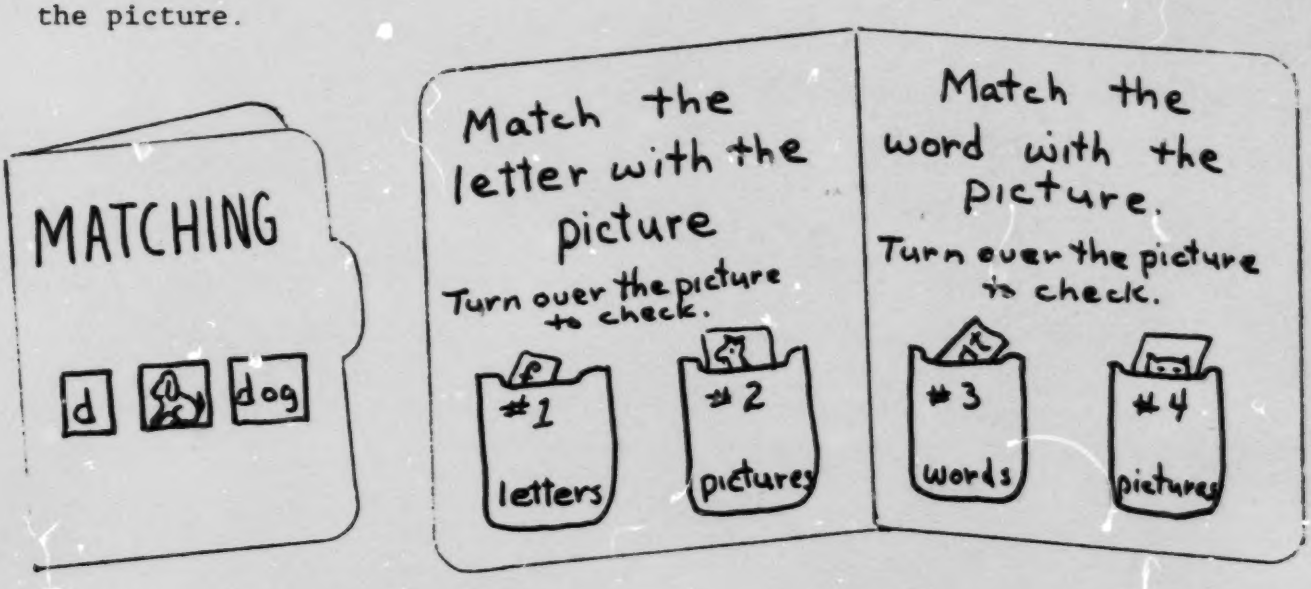
By following the numbers, the child will (1) match the pictures that rhyme (2) match the words that rhyme, (3) work a ditto sheet (6-8 sentences - Look at that, using #1 pictures. I see a _____.) (4) Using words in #2, make 3 rhymes like: Look! Look! Here is a Book. (5) Choose a friend and play Rhyme Time Game.

FOLDER CENTERS

Type: Reading (Matching)

Title: MATCHING

Objective: The learner will identify the beginning consonant of selected pictures by matching the letter with the picture. #2. Given a picture, the learner will select the correct word to identify the picture.



USE:

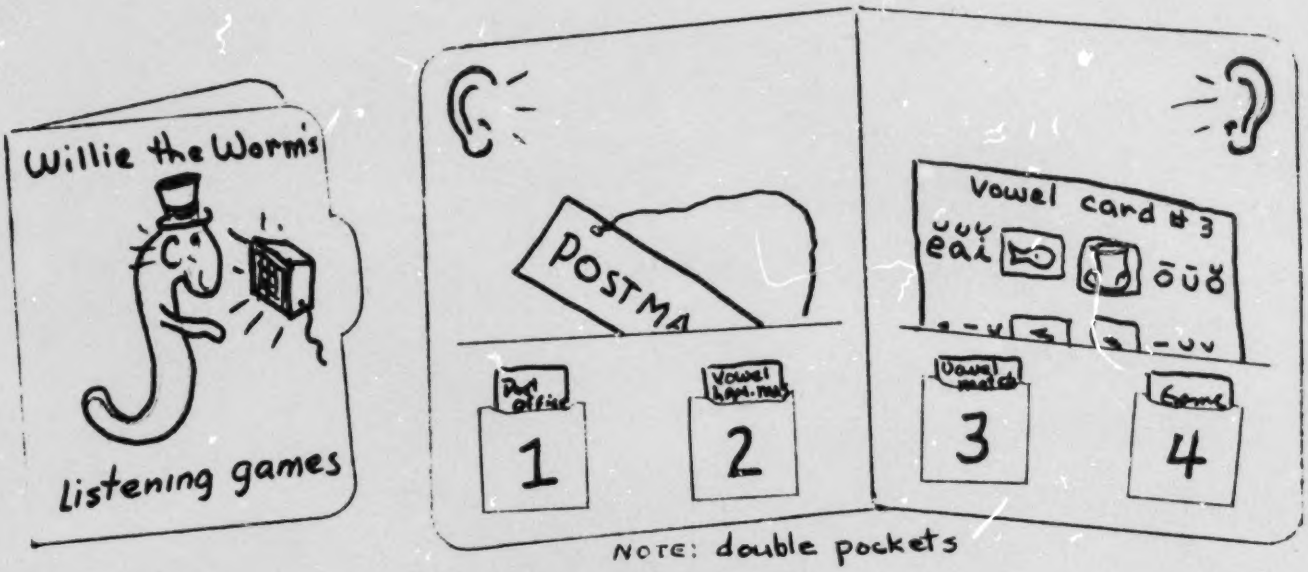
Four pockets-One for letters to match the pictures in pocket #2. #3 for words to match pictures in pocket #4. Can be matched on table or a board can be developed to hold cards.

FOLDER CENTERS

Type: Auditory Discrimination-Medial Vowels

Title: Willie the Worm's Listening Games

Objective: Provide activities so child will recognize, auditorially, the medial vowel sounds.



USE:

Each of the four pockets will contain a separate "medial vowel" activity.

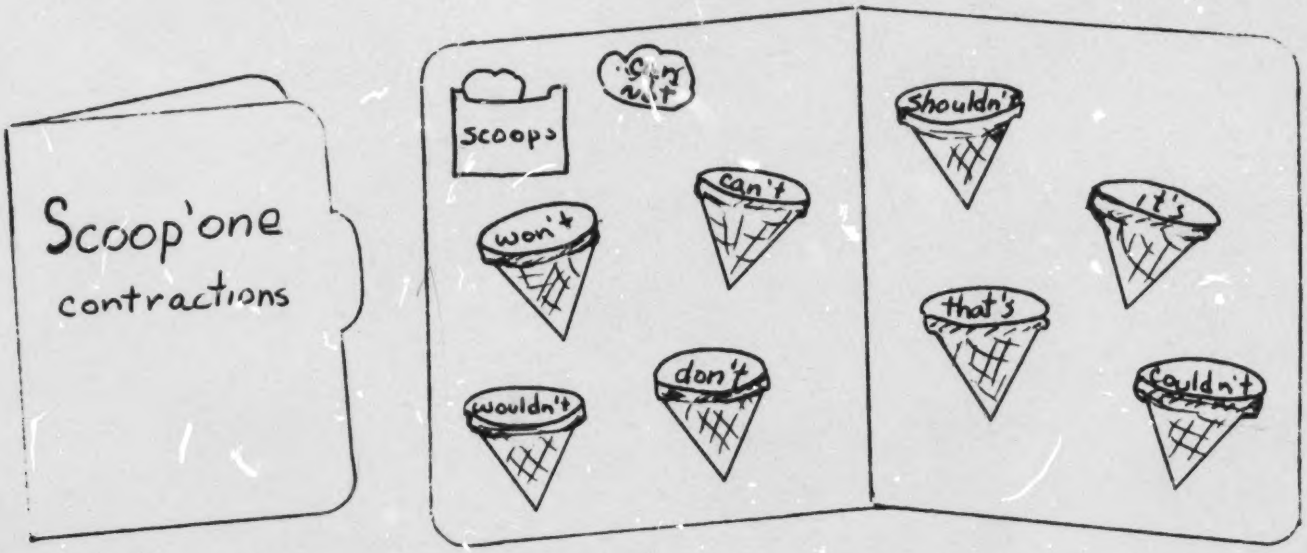
1. Vowel Post Office - Box divided into ten cubicles (P.O.) each identified with a vowel. Child will place picture card in (letter) correct P. O. Box.
2. Language Master-Child will produce sounds of vowel heard in word on Language Master cards.
3. Match vowel sounds to pictures on prepared card.
4. Ask a friend to play vowel game. Vowel game, (commercial or teacher-made) acts as a reward and reinforcement to skills covered in numbers 1,2, and 3.

FOLDER CENTERS

Type: Language Arts - Contractions

Title: Scoop'one - Scoop on a Cone

Objective: Child will match two words to the contraction they make.



USE:

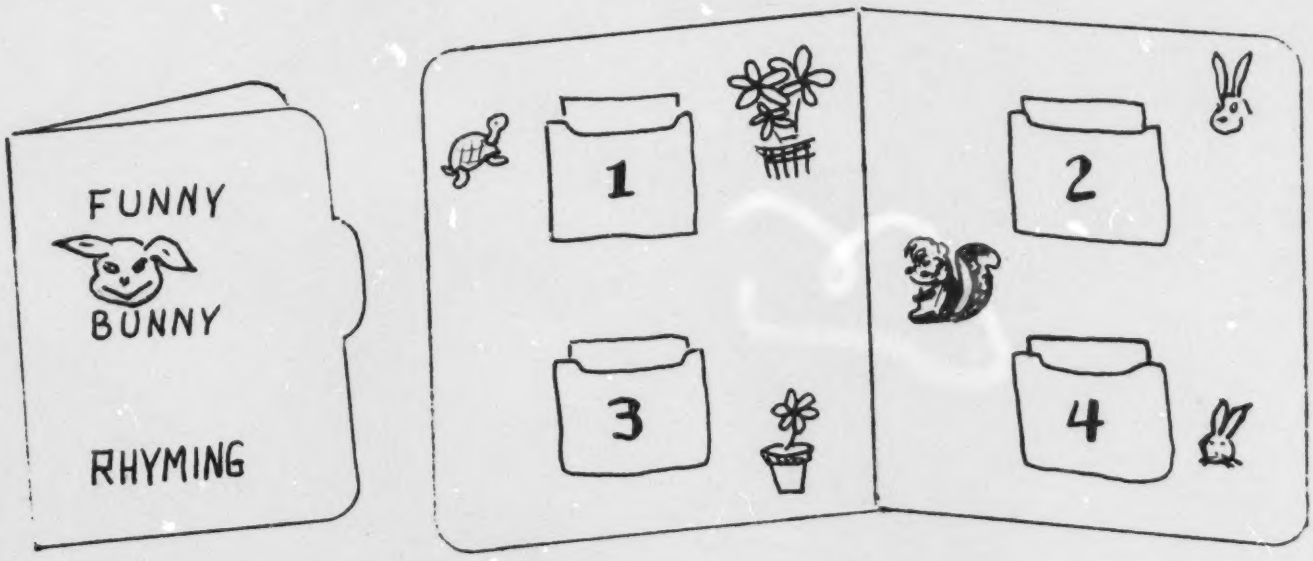
Ice cream scoops with two words that make a contraction are placed in a pocket. The child takes out the scoops and finds a cone, which has the contraction written on it, to match each scoop.

FOLDER CENTERS

Type: Directions - Rhyming Activities

Title: FUNNY-BUNNY RHYMING

Objective: Child will perform the rhyming activities in the folder.



USE:

Following the numerical order the child will:

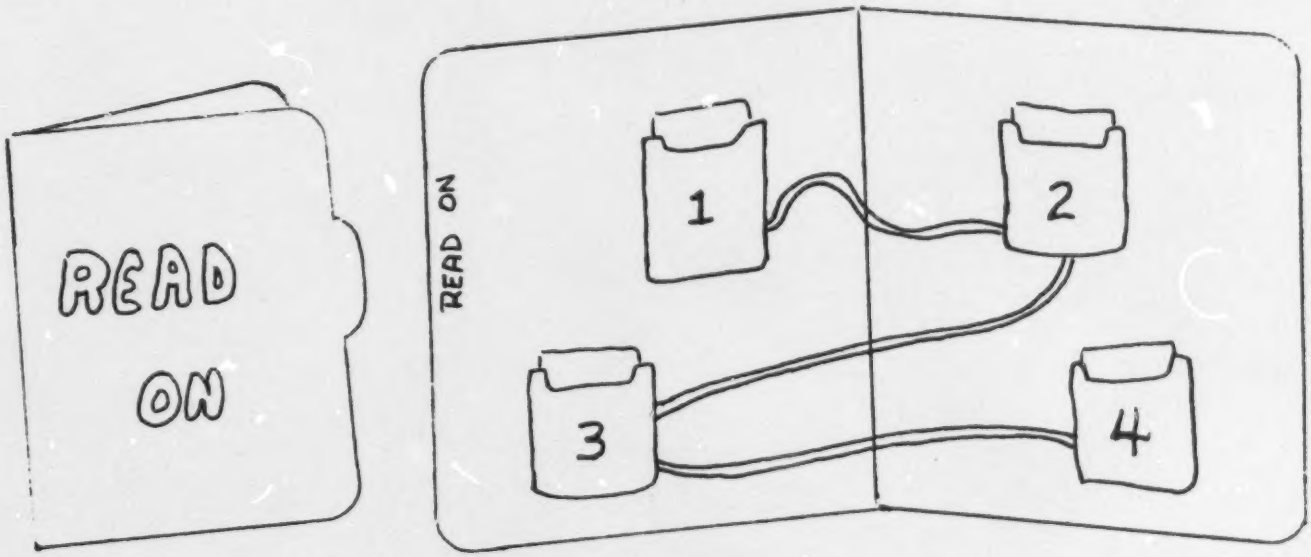
1. Do a teacher prepared ditto.
2. Put a rhyming puzzle together.
3. Rhyme as many words as possible to 3 or 4 words teacher selects. example: cat barn float
4. Do another teacher prepared ditto.

FOLDER CENTERS

Type: Directions-Reading

Title: READ ON

Objective: To give student several reading activities allowing them to move at their own rate.



USE:

Follow the numerical sequence:

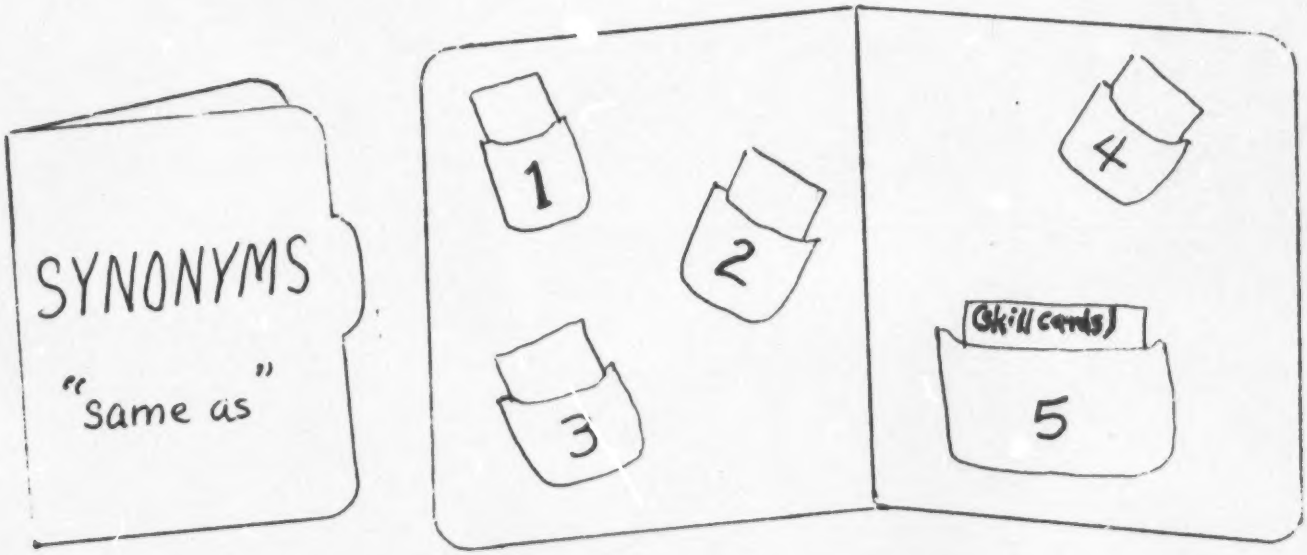
1. Word cards and match to make compound words.
2. Read story (prescribe by teacher). Write four (4) questions about the story using these words: Who? What? Where? and When?
3. Listen to tape - write the answers to the questions.
4. Go to creative writing center-take a "story starter" and write the story and its ending.

FOLDER CENTERS

Type: Language Sets Synonyms

Title: SYNONYMS

Objective: 1)To know meaning of synonyms. 2) To identify synonyms on lists. 3) To identify synonyms in content.



USE:

Follow instructions in order:

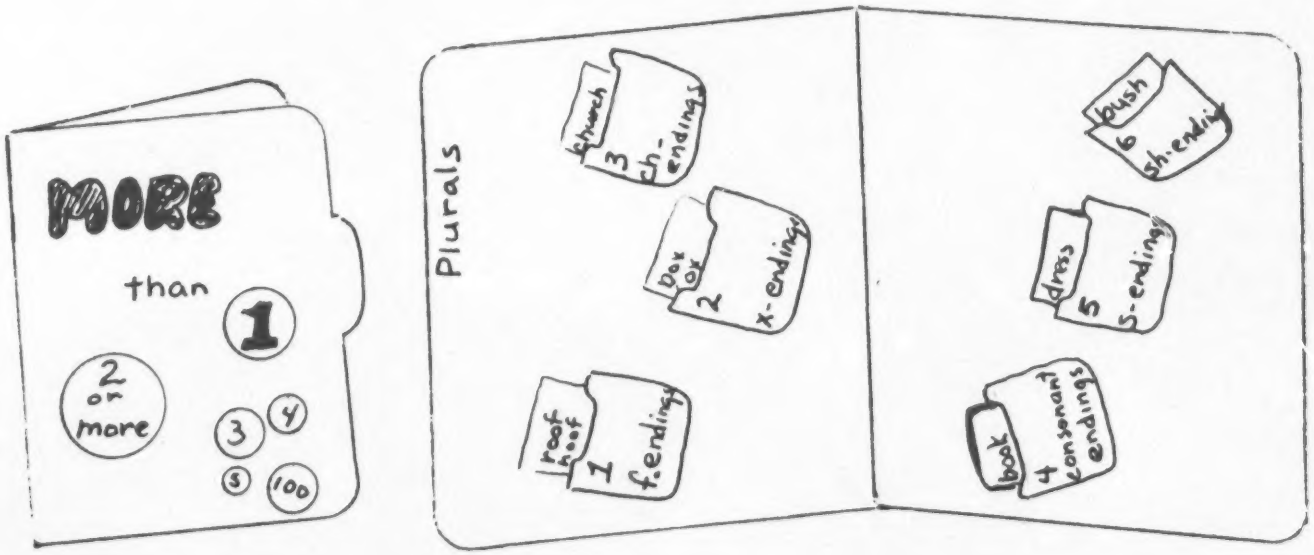
pocket 1 Definition and examples
pocket 2 Matching lists (identify)
pocket 3 List synonyms you (student) can think of.
pocket 4 Take a break - Go to 5.
pocket 5 Use skill cards. (commercial or teacher made)
story on one side - find synonyms for underlined words.

FOLDER CENTERS

Type: Language Arts (Plurals)

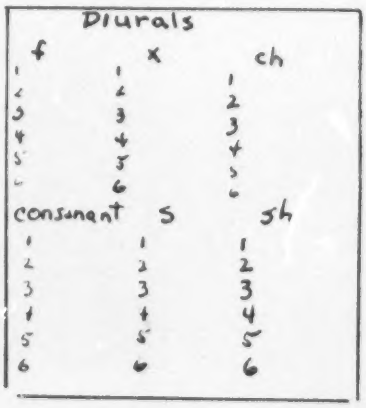
Title: MORE THAN ONE

Objective: Child will write plurals for words ending in f, s,x,ch, and sh.



USE:

Each pocket will contain a list of words with a particular ending. The child will take each in order and write the plurals on a prepared sheet.

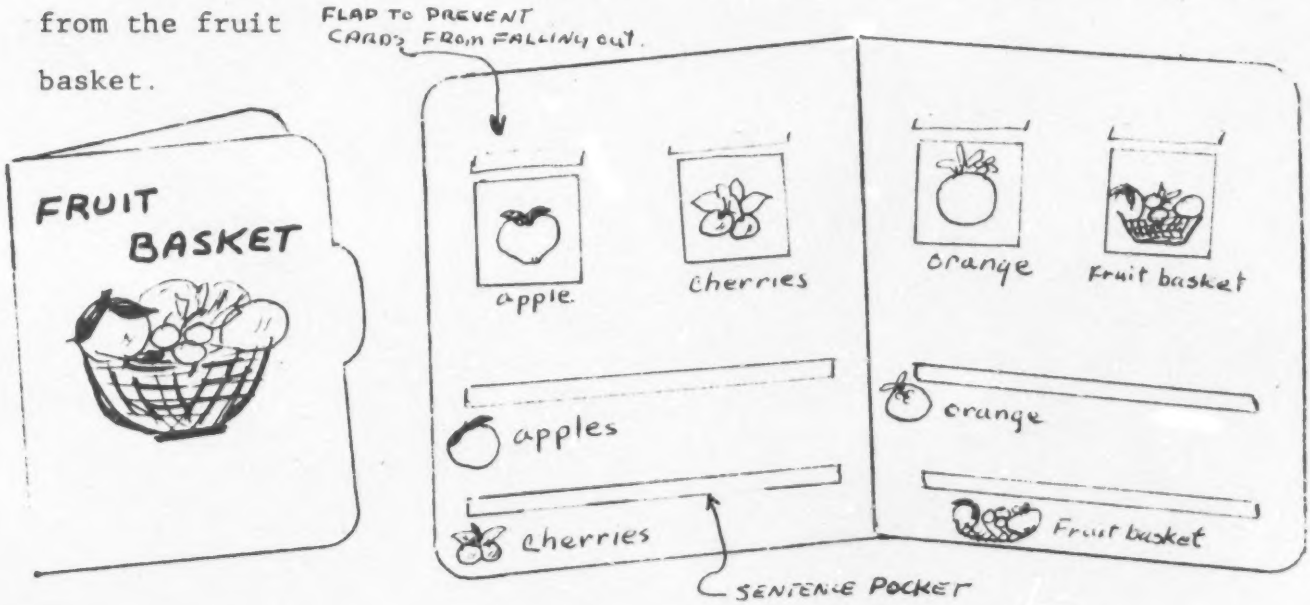


FOLDER CENTERS

Type: Reading (Sentence Building)

Title: FRUIT BASKET

Objective: Student, given the words (on cards) and punctuation (on cards) for an almost complete sentence, will be able to put them in correct order on the sentence slot, adding the needed word from the fruit basket.



USE:

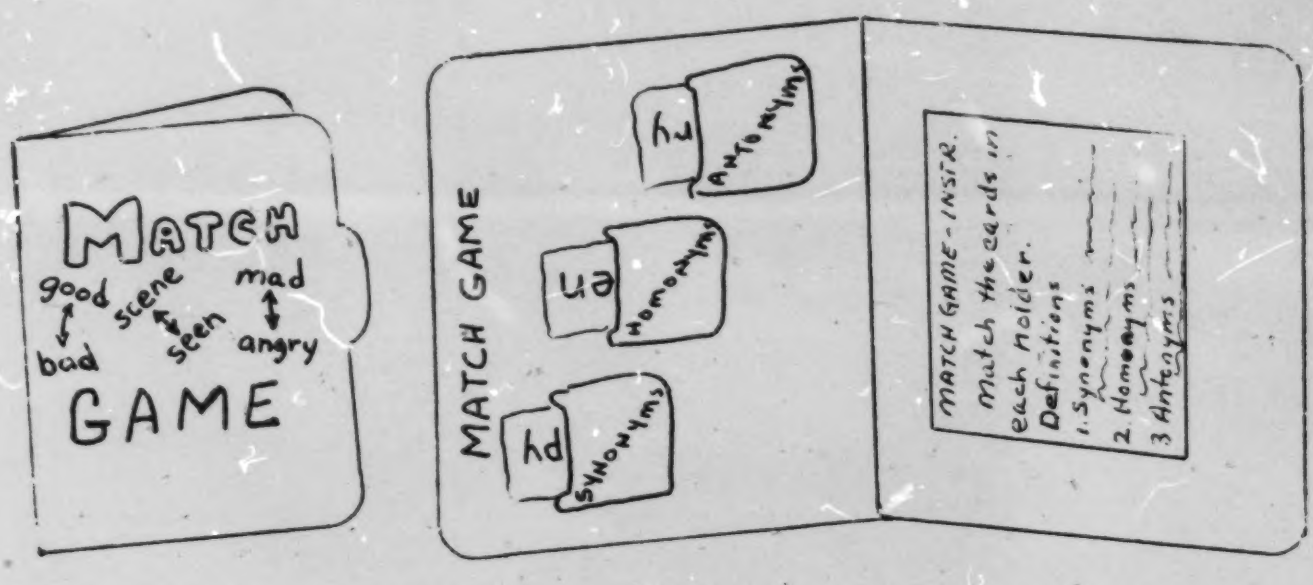
Each fruit holder will contain a sentence minus one word and the punctuation. The child will make the sentence complete by finding the missing word and punctuation in the fruit basket.

FOLDER CENTERS

Type: Language Arts (Homonyms, Synonyms & Antonyms)

Title: MATCH GAME

Objective: The student will match homonyms, synonyms and antonyms



USE:

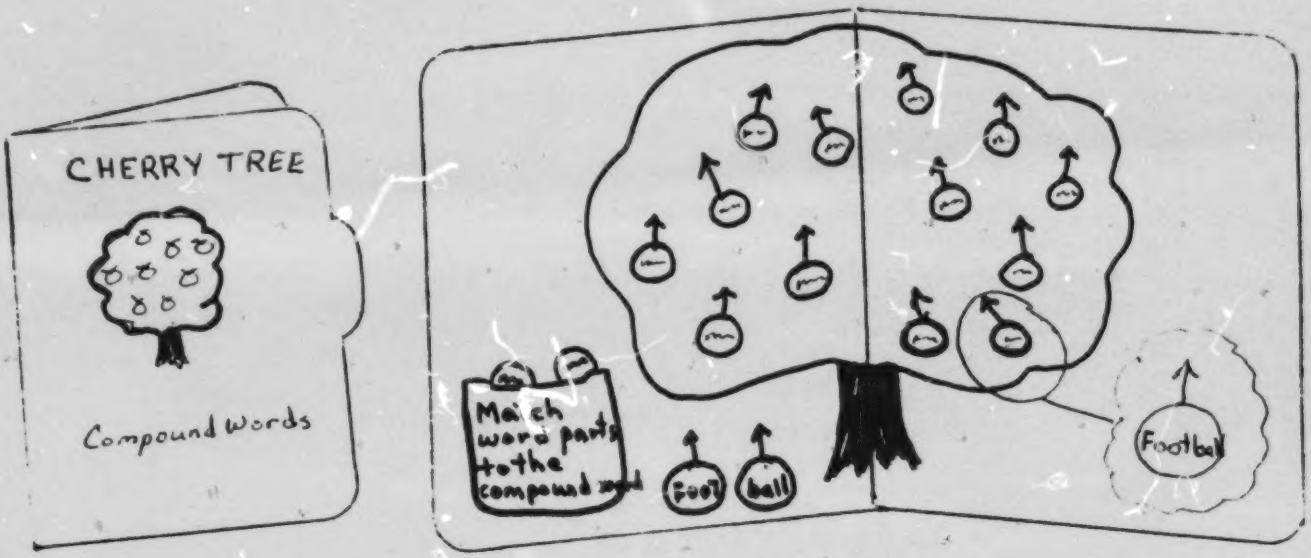
There is a pocket for each set of cards. One set at a time is matched. A list or number code on back can be used for self checking.

FOLDER CENTERS

Type: Reading (Compound Words)

Title: Cherry Tree (compound words)

Objective: Student will match two simple words to their compound on the cherry tree.



USE:

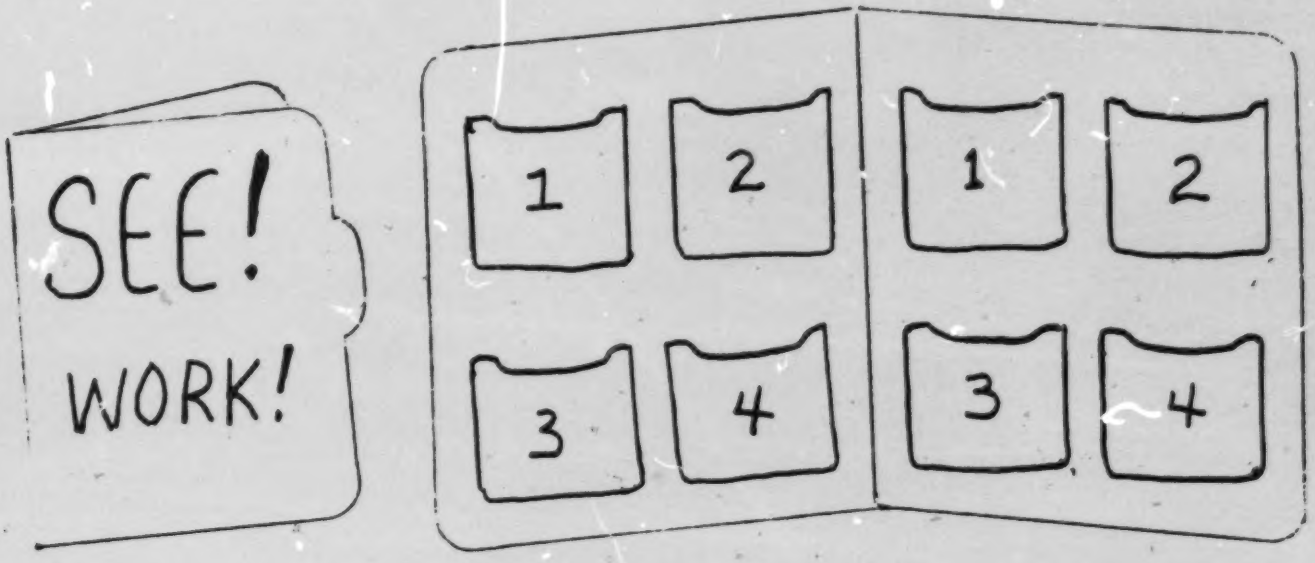
The student will take words written on cherries and place them beside the compound word attached to the tree.

FOLDER CENTERS

Type: General (Following Direction)

Title: See! Work!

Objective: To allow student to work in a number of areas with one general assignment, the See! Work! folder (See individual descriptions in "Use".



USE:

8 pockets with related or non-related activities: Child can be assigned any or all pockets and may be asked to complete in one setting or over a period of time.

Packet 1 Give sounds of ed for list. (ex. worked, wanted, etc.)
Packet 2 Find pictures with beginning sounds of cl, bl, cr, br. (3 each)
Packet 3 Follow directions - 3-4 direction statements.(ex. Put eraser on top of T.V.)
Packet 4 Write contractions for these words. (6-8)
Packet 5 Alphabetize proper names. Tom, Fred, Mary, etc. (6-8)
Packet 6 How many names of Fisher can you find in telephone book?
Packet 7 Write color words for the dots on card.
Packet 8 Write ordinals for each number word (one-ten)

FOLDER CENTERS

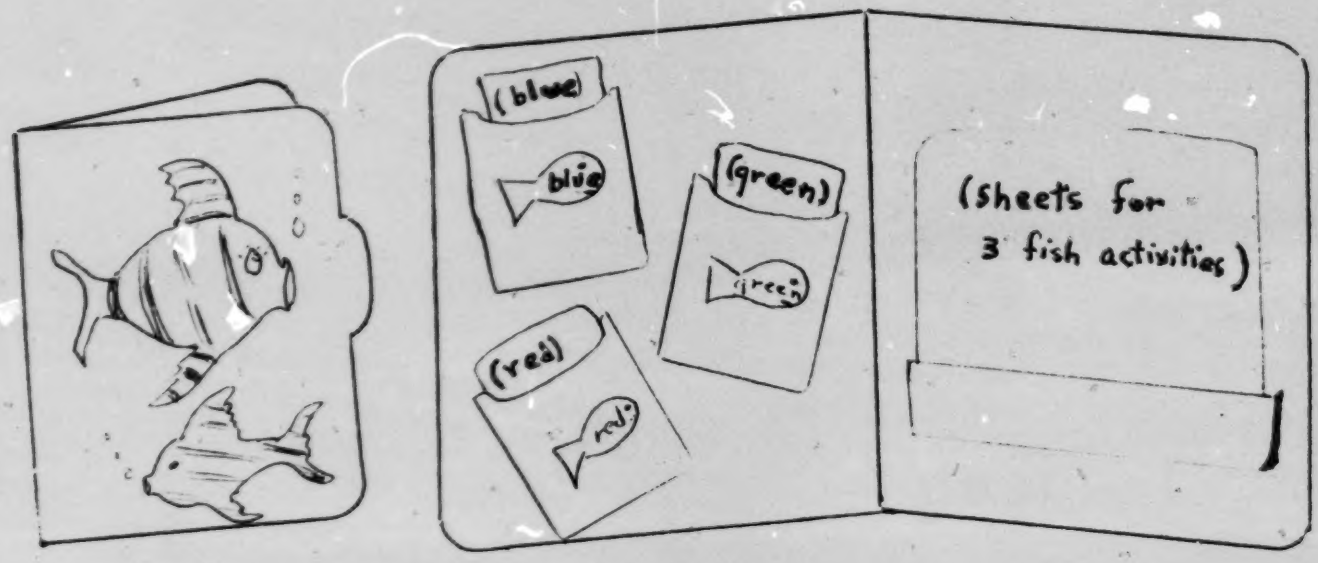
Type: Organizational (1) classification (2) following directions (3) affective

Title: FISH TANK

Objective: (1) to classify objects to other objects

(2) to follow specific directions

(3) to draw a picture of "How I really feel today".



USE:

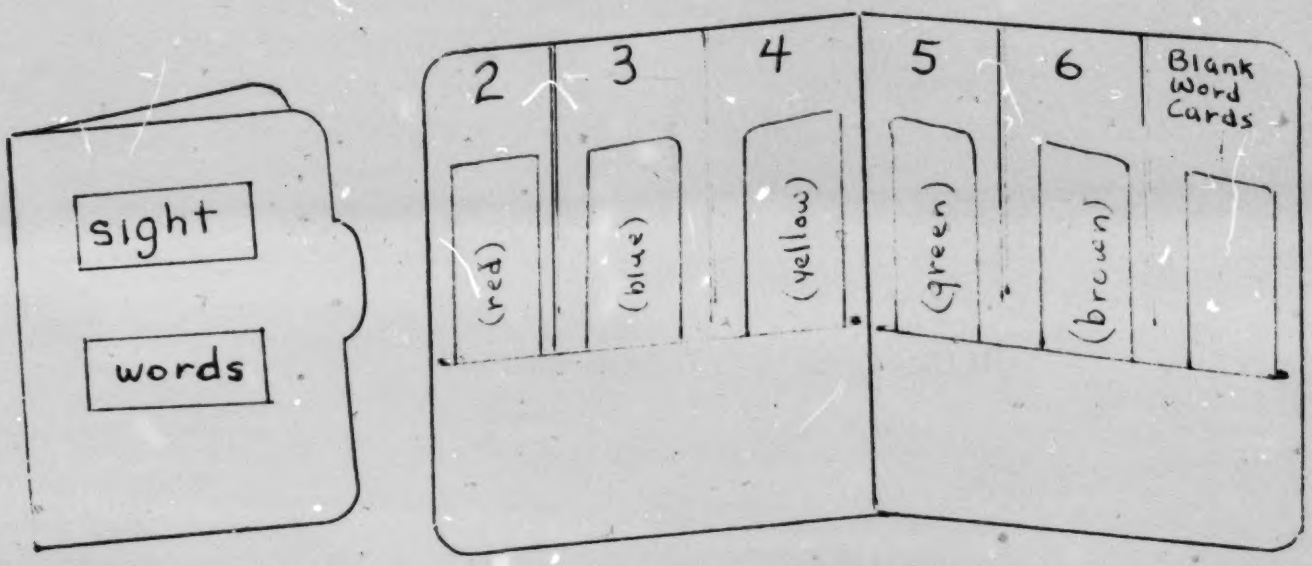
Accomplish three activities with one folder center. (15-30 minutes)
Color fish for each tank makes folder motivational.

FOLDER CENTERS

Type: Reading

Title: SIGHT WORDS

Objective: To read basic sight words - on grade level; to review sight words - below grade level; to preview sight words-above grade level.



USE:

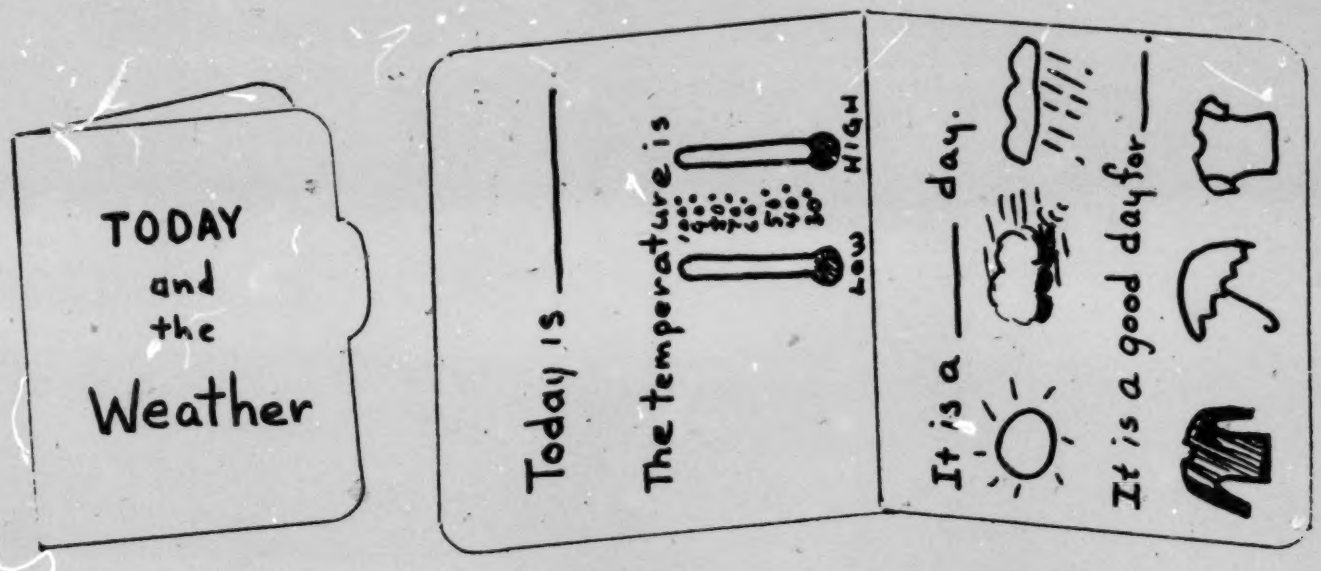
Sight words are placed in pockets relative to the grade level. Child makes sight word cards for those he cannot read. Color coded to grade level.

FOLDER CENTERS

Type: General-Associative and Reference

Title: Today and Weather

Objective: To write dates; record temperature and associate kinds of weather with appropriate clothing.



USE:

Each child selected to use this folder will write in the appropriate words for each blank. They must use a reference for the information on date and temperature. The child then must associate the type of day to the conditions outside and the type of clothing to these conditions.

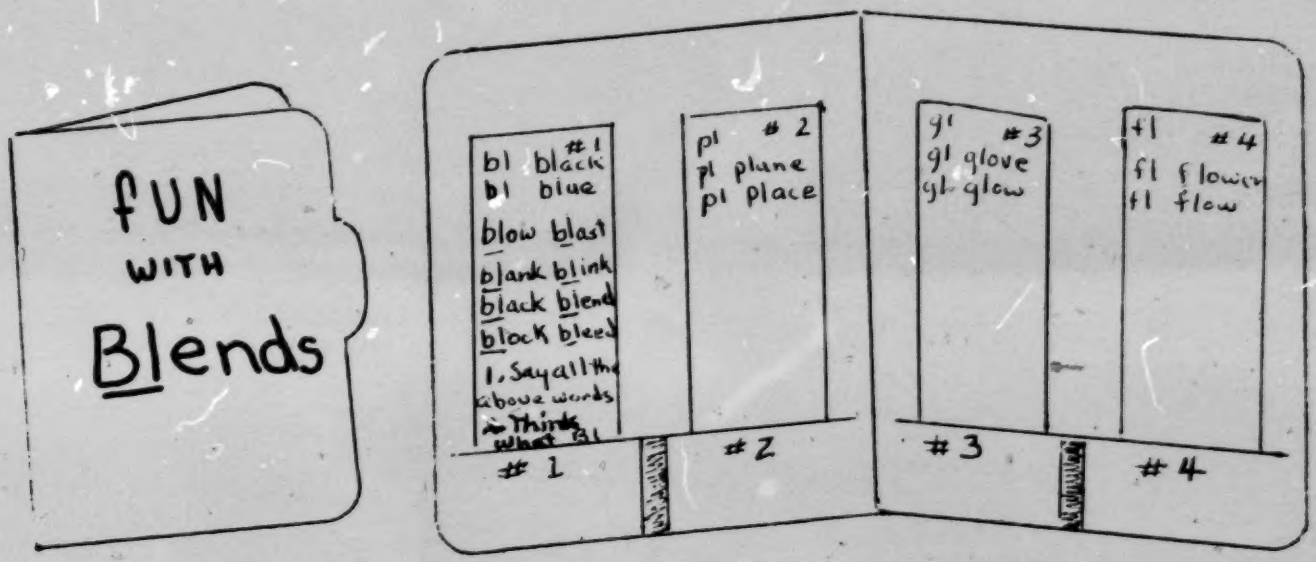
Grease pencils are used on the lamination and are erased when complete and evaluated.

FOLDER CENTERS

Type: Reading

Title: BLENDS

Objective: To read words with initial blends. To write other words with initial blend after reading an example.



USE:

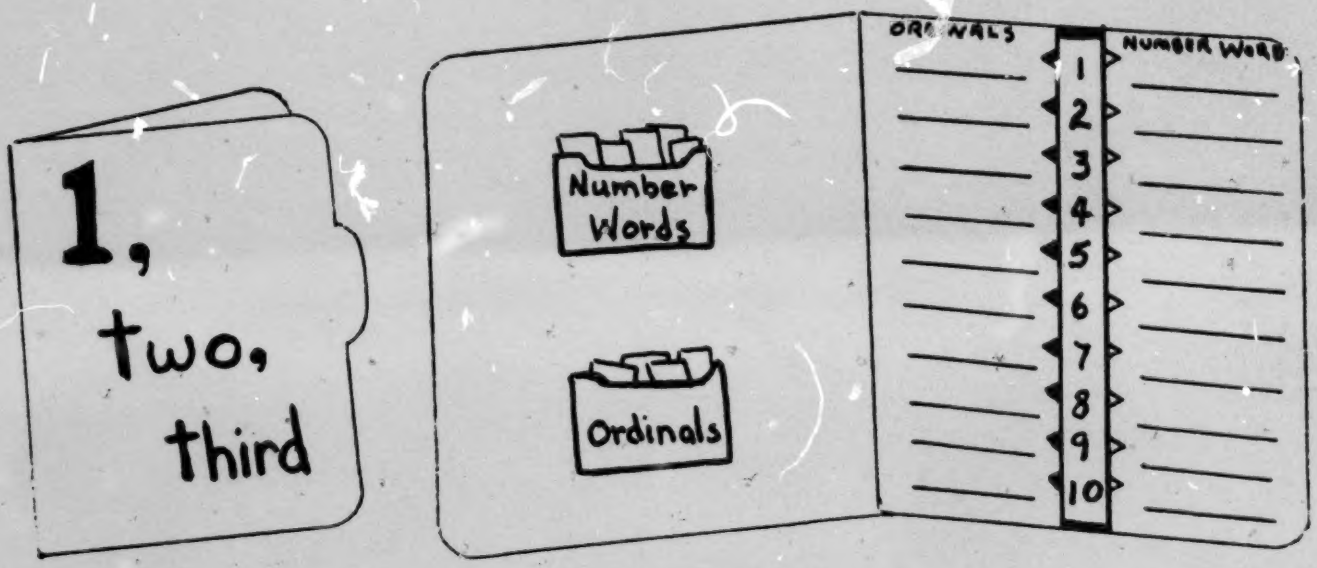
Each of the four packets will hold an activity card with an initial blend-in order of difficulty. Child will do activity of each in order. A post test will be given at end of activity. (Written or oral).

FOLDER CENTERS

Type: Math (number words and ordinals)

Title: 1, two, Third

Objective: Student can identify and match the number words and ordinals (1-10)



USE:

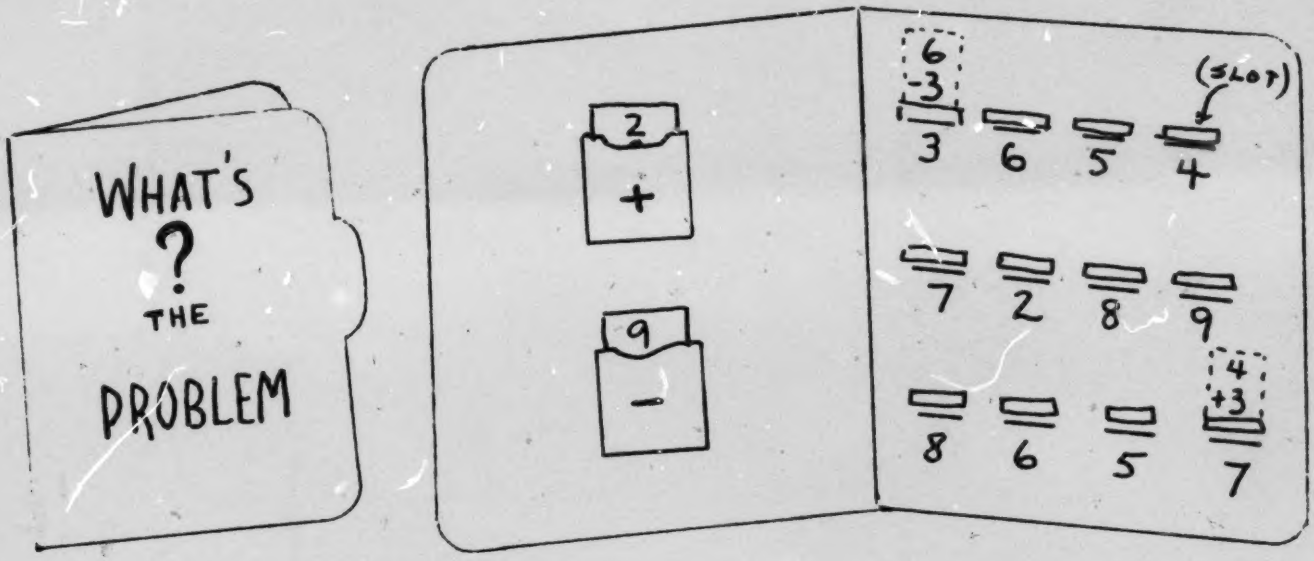
Student will take cards from pockets. Numbers words are on blue card and ordinals are on yellow cards. The student will then place the cards in appropriate places next to the numbers on the folder.

FOLDER CENTERS

Type: Math (Add and Subtract)

Title: What's the Problem?

Objective: To place the correct addition and subtraction problem cards above the answers on the folder.



USE:

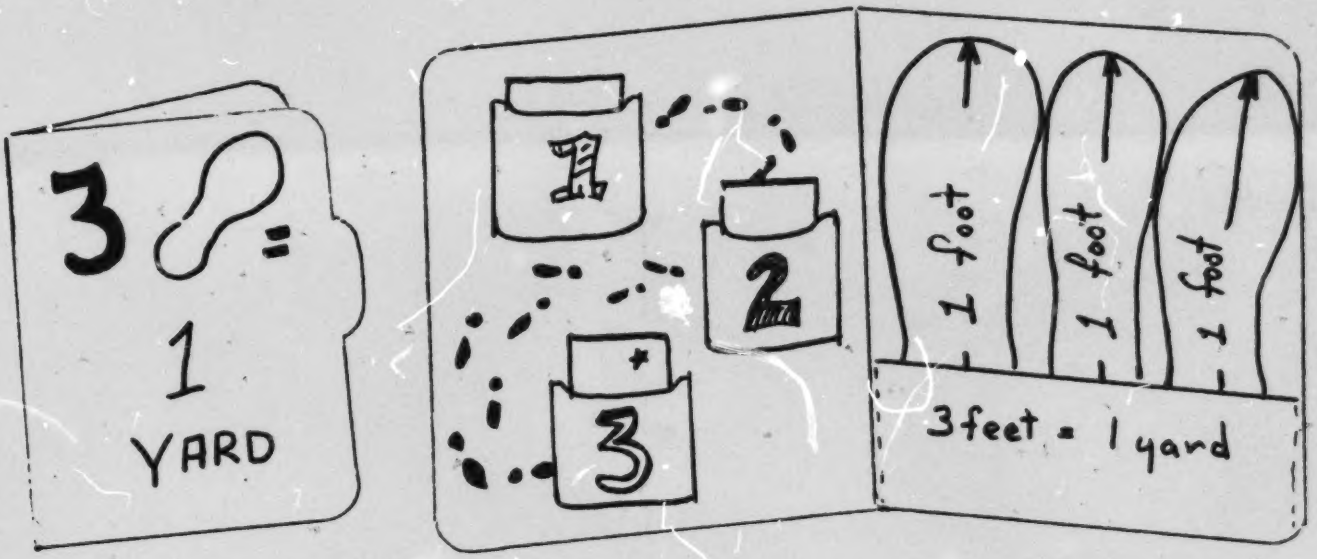
The student will place cards from the + pocket in the slot above the answers on the folder. Check against answer sheet provided by teachers - then do the same with the – cards.

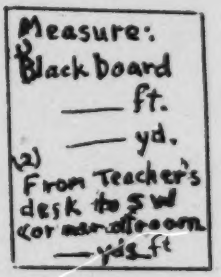
FOLDER CENTERS

Type: Math (Measurement)

Title: 3 = 1 Yard

Objective: The student, knowing the foot pattern to be equal to 12 inches and the 3 = 1 yard, will measure objects in the room to the nearest foot; yard and feet.





USE:

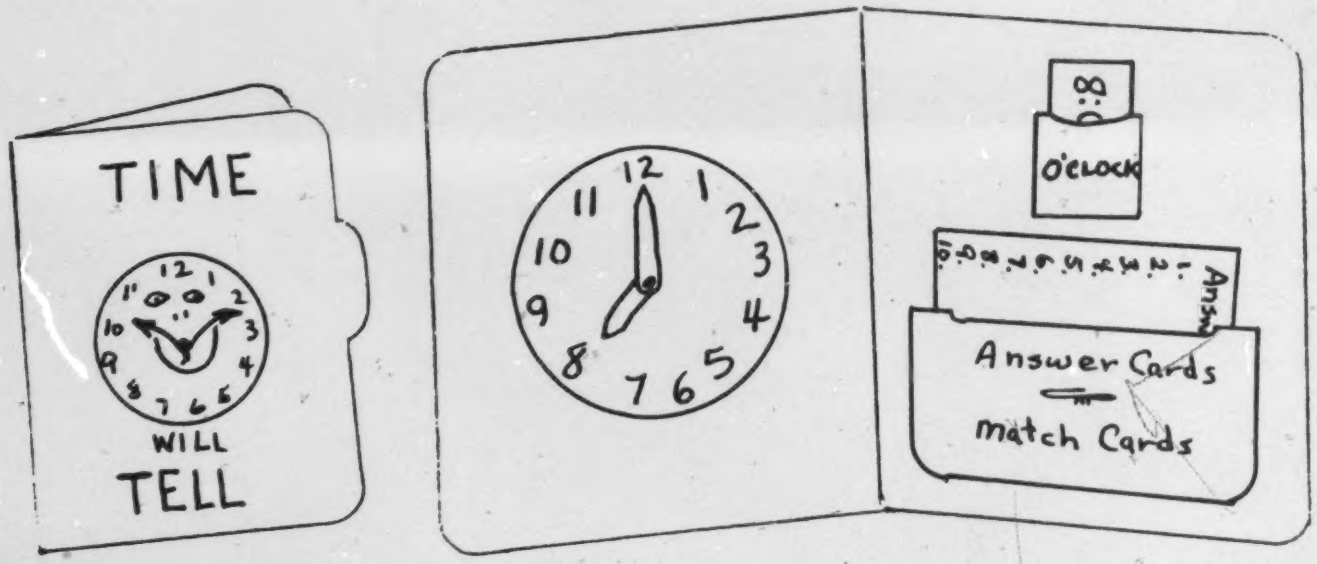
By using the 3 patterns, the student will measure objects, as indicated on a laminated card, in the room. They will record the findings on the card and check the answers upon completion with the teacher's answer sheet.

FOLDER CENTERS

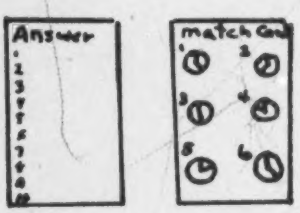
Type: Math Time

Title: Time Will Tell

Objective: The student will be able to set the clock on the hour, match it to a card indicating that time and writing the time on an answer sheet.



USE:



Student will take stack of o'clock cards and set large clock to match the time. Student writes the time on answer card.

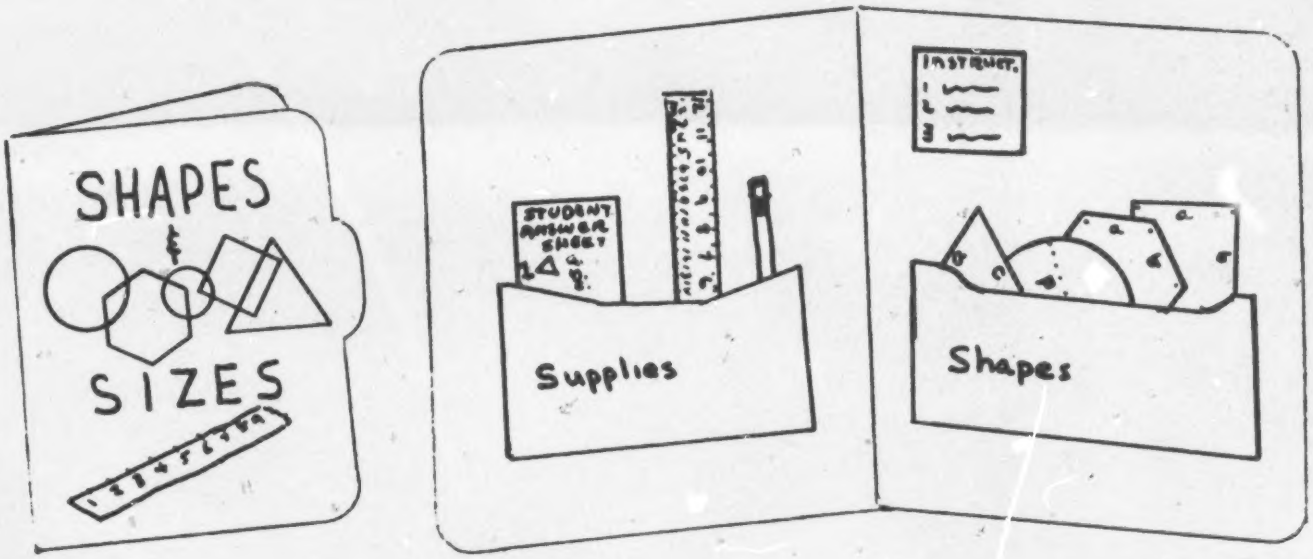
Second Activity: Student will take the match cards. With clock faces and hands in place - match the clock to the match card, then write time on answer sheet. (Folders can be made for 0:15, 0:30, and 0:45 and :01 minutes).

FOLDER CENTERS

Type: Measurement

Title: Shapes and Sizes

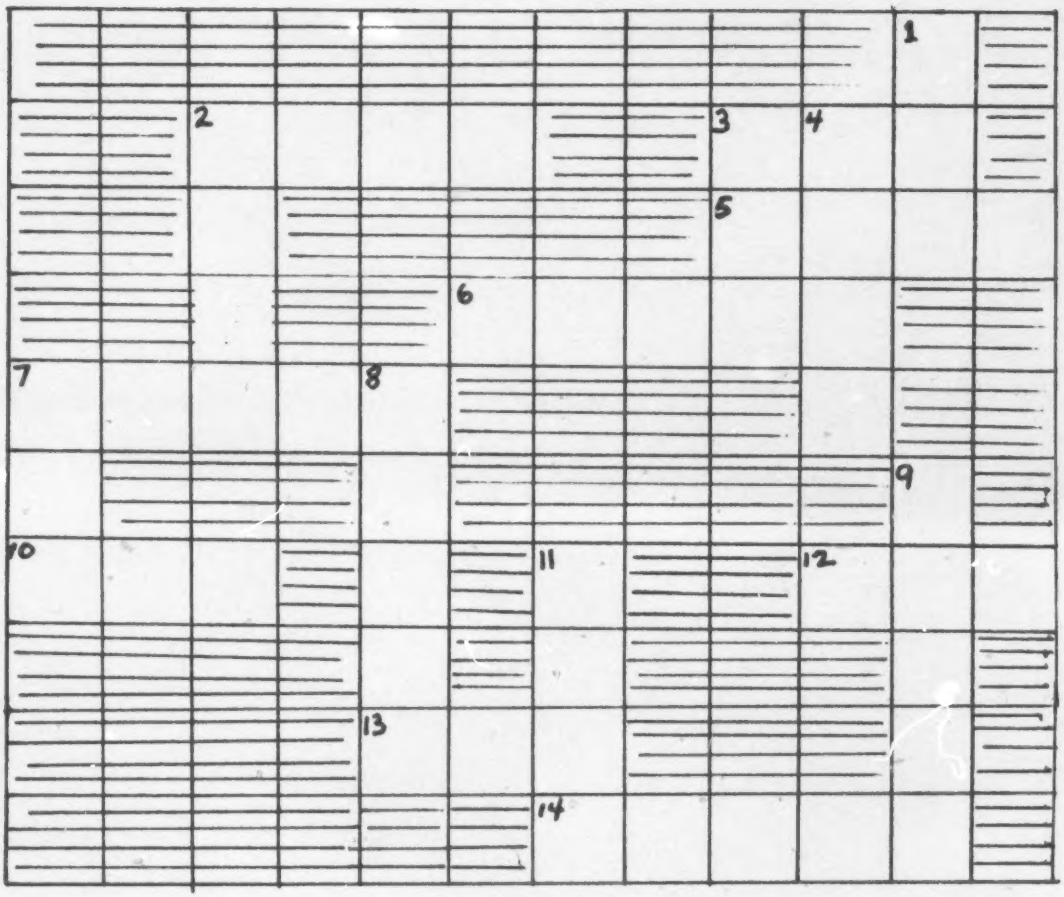
Objective: The student will be able to measure, to the inch, various pre-cut and measured shapes.



USE:

Ruler(s), standard and/or metric, are provided for the student to measure the sides of a triangle, square, rectangle and other polygons, the diameter of circles and other distances marked on the shape. An answer sheet for the student to record his work and a correct answer sheet are provided.

CROSSWORD MATH



DOWN

1. Six plus four
2. Eight minus three
3. Ten minus nine
4. Seven plus two
7. Eight minus six
8. Five plus three
9. Ten minus two
11. Four plus five

ACROSS

2. Three plus two
3. Six minus five
5. Three plus six
6. Four plus three
7. Nine minus six
10. Three minus two
12. Four plus two
13. Five plus five
14. Four plus four

Crossword Math's primary function is to teach the number words. However, it is also a practice in math facts.

Other puzzles can be produced, simply, by writing out the number words in a pattern then placing them on a graph and adding the problems to the appropriate column of "across" or "down".

ADD-A SKUNK

Title: ADD-A SKUNK

Objective: Teaching simple math/mental computation

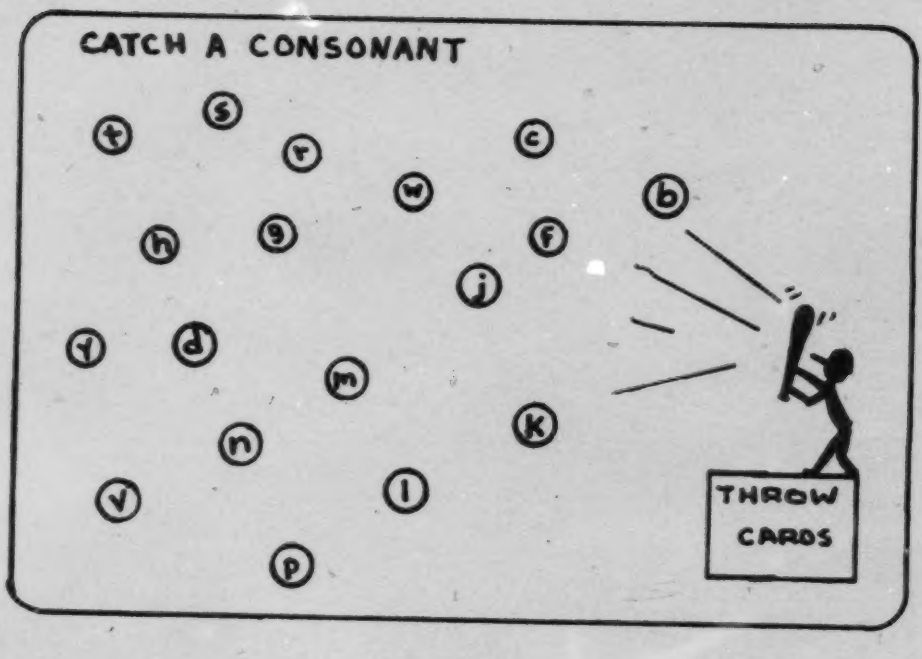
Add-A Skunk is played by students taking turns rolling the die until a designated sum is attained. (i.e. 100)

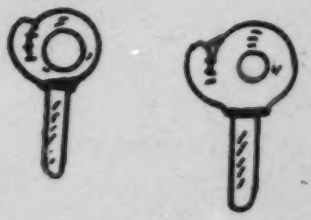
A turn consists of rolling the die and mentally totaling the score until the one rolling decides to record his score, or until the "skunk" comes up at which time the student loses his turn and all the points he has accumulated, other than those he had recorded on previous turns.

In addition to learning number facts and a practice in mental computation, the student learns to use strategy in deciding when to stop or to continue.

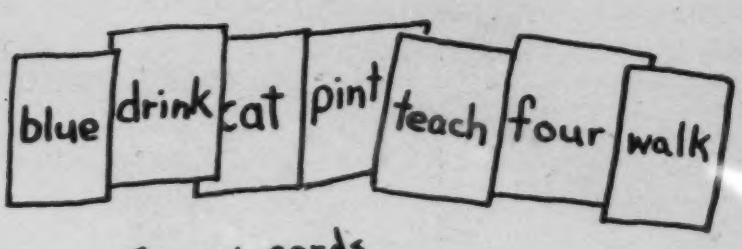
This game can be used for subtraction by setting a score of 100 with the one getting to zero first being the winner.

CATCH A CONSONANT





Mitts or Gloves, with hole in center, for each player.



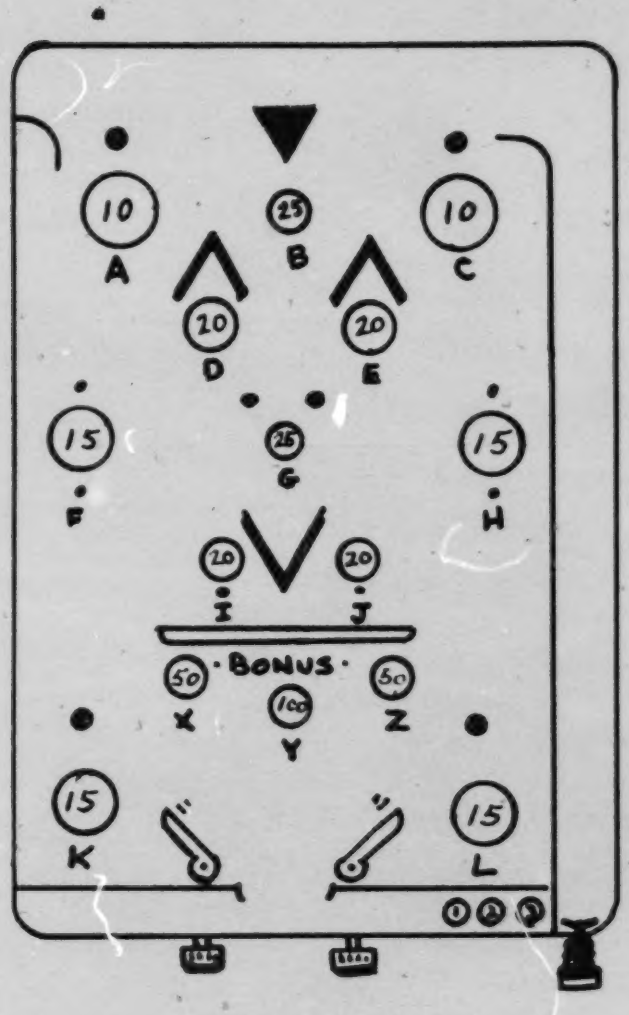
Throw cards

Title: CATCH A CONSONANT

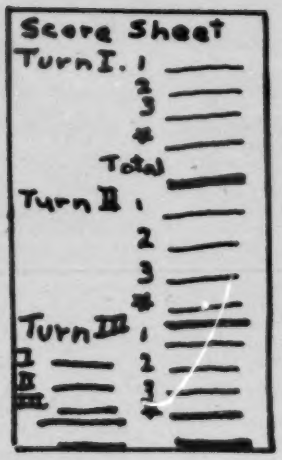
Objective: Reviewing Beginning Consonants

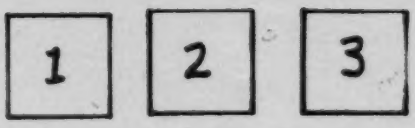
Catch a Consonant is played by having the designated caller say the word written on the throw card. The first player to place his mitt so it encircles the appropriate beginning consonant, gains a point. The player with the highest number of points when all of the throw cards have been called is the winner.

PIN BALL MATH



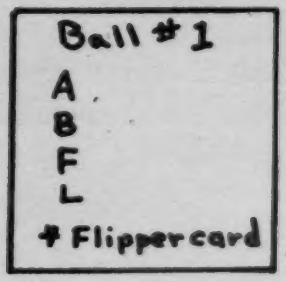
Sample Cards

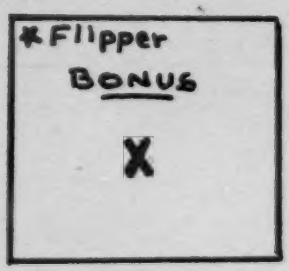




Ball Cards

flipper cards





Title: PIN BALL MATH

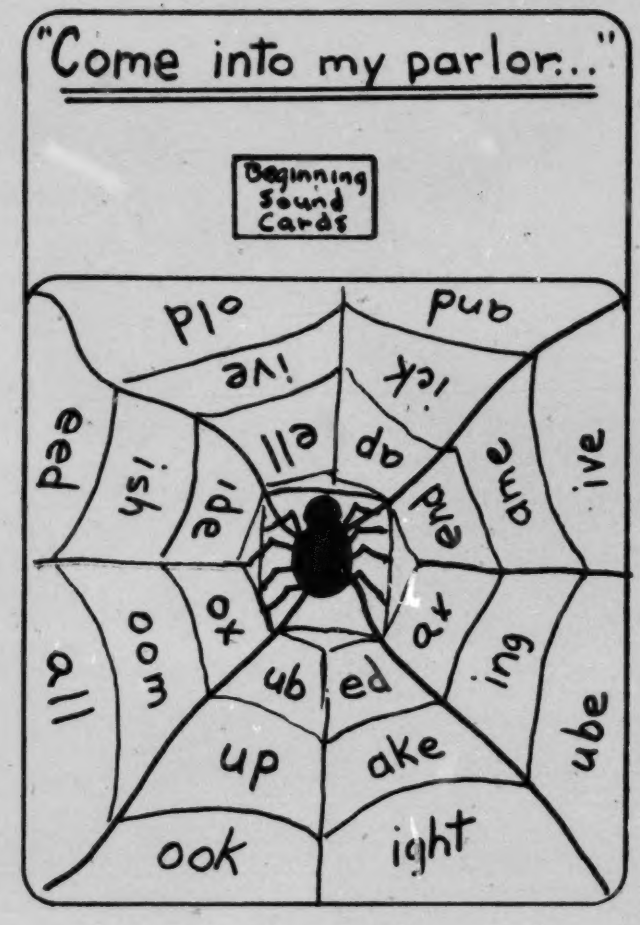
Objective: Teaching addition, subtotals and totals.

Pin Ball Math is played by having the children take Turns (Turns I, II, and III) and tabulating these Turns on his score sheet. Each Turn consists of three pinball shots and possible bonuses. A pinball shot is drawing a Ball #1, #2, and #3 card respectively. Upon choosing the first of these cards the child adds the numbers by each of the designated letters (see diagram), also noting the possible bonuses and drawing a bonus card if indicated. The other two cards are chosen, summed, and logged on his individual, laminated score sheet. After logging all three ball cards and possible bonuses, it is the next player's turn.

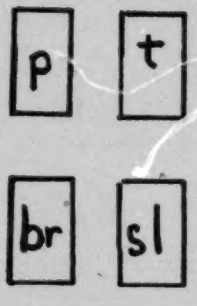
There should be a total of 10 cards for each stack. Cards should be shuffled for each game.

The Winner is the child with the highest number of points after three Turns. Note that Turns are sub-totaled, then totaled, giving children an experience with this procedure.

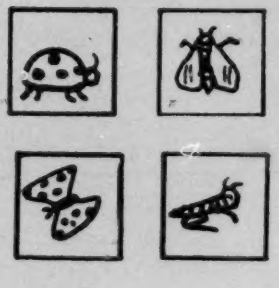
COME INTO MY PARLOR



BEGINNING SOUND CARDS ~ 28-30



Insect cards
6-8 each player



GAME BOARD 14" x 22"

Beginning Sound CARDS 3"x 4"

INSECT CARDS 3"x 3"

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Title: COME INTO MY PARLOR

Objective: Teaching root words and word families.

Each player chooses the set of inscet cards that he/she wants to play with. These are his correct response markers. Now, in succession, children draw beginning sound cards. Matching the beginning sound to a word root, the child must say his newly joined word and use it in a sentence. If he has completed these two tasks correctly, he can place his insect marker on top of the root word space. The child with the most insect cards on the board when the last root word is covered is the winner.

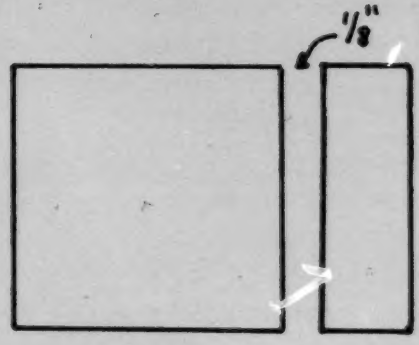
TWO or MORE

car		s	
bench		es	
army		ies	
box		es	
peach		es	
fly		ies	
girl		s	
glass		es	

car		
bench		
army		
box		
peach		
fly		
girl		
glass		

Do not lift until game is over

LAMINATE: STUDENT WILL WRITE ANSWERS WITH GREASE PENCIL.



For easier folding, cut last column before laminating.

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Title: TWO OR MORE

Objective: Teaching Forming Plurals

Two or More can be played by one or more! It is self checking, too. The child is required to form plurals. He must look at the word and form its plural by writing it in the laminated blank with a grease pencil. To check his work, he simply unfolds the last column of the laminated board.